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ature, life and habits, history, geography, and commerce.

The instruction for post-graduates and adults who have learned German already, will aim to accomplish the following:

1. They should be thoroughly and practically versed in good conversational forms with the various idiomatic expressions commonly used in Germany. They should be able to speak this language of everyday life readily and fluently with Germans here or in Germany itself.

2. They should acquire a correct pronunciation, free from foreign accent.

3. They should learn to master the written language, with its grammar and orthography, in order to express themselves plainly and concisely on every subject of life.

4. They should attain to a fair knowledge of German literature, and to an understanding of the reciprocal influences of the two kindred languages and literatures.

5. They should become acquainted with German history, geography, political and

national affairs, and something of German journalism.

6. They should learn to comprehend the manifold and blessed correlations of the Americans and Germans in art, science, technics, commerce, and humanitarian aims.

7. They should become familiar with the different methods of teaching German, regulating the kind and quantity of subject-matter according to the given time and to the capacities of the pupils.

The detailed monthly programmes for high school and for post-graduate work will be arranged from the best pedagogical standpoint in accordance with the necessities of the individual immediately after the opening of the Chicago Institute.

The following numbers of the **COURSE OF STUDY** will contain besides the monthly work for beginners, high school and pedagogic school, essays on the educational value of German, including method and teaching.

Department of Library Economy

Irene Warren

Frances Simpson

The aims of this course are to acquaint the student with the best books for children, and to bring into systematic lists the student's scattered knowledge of juvenile literature, so that he may more intelligently direct the child's reading and administer a school library. Carefully selected classified lists will be given each student. Certain books will be assigned him to read and report on their literary merits and their adaptation to the child's interest and the school work. As the library is considered a central laboratory of the Institute, its work is most closely related to every department, and excellent opportunities are given of testing the

books with the children. Each student will be given some practical problem to be worked out, such as: Make a classified reading list of the best books on birds for a seventh-grade class, list to include literature, science, pictures and music.

Two hours a week will be devoted to the class work, and four hours a week to laboratory work.

Outline of Work of the First Quarter

1. **Bibliography of Children's Literature:** Picture Books. Classified lists of juvenile books in history, literature, geography, science. Reference books.

2. Book-Making as Constructive Work: Printing, illustrating, title-pages, tables of contents, pagination, indexing.

3. Children's Work in Public Libraries: Children's reading rooms, picture bulletins, library league, home libraries.

References: Children's Literature: *The Child and His Book*, Mrs. E. M. Field; Gardner, 1892. *Five Hundred Books for the Young*, G. E. Hardy; *List of Books for Boys and Girls*, Library Bureau; *Mastery of Books*, H. L. Koopman; American Book Company, 1896. *Literary Landmarks*, M. E. Burt, Houghton, Mifflin &

Co. *Report of Committee on Relations of Public Libraries to Public Schools*, 1899, National Educational Association. *Children's Reading List on Animals*, Boston Book Company, 1899. *List of Books for Third Grade Teachers*, Cleveland Public Library; *Course of Study in History and Literature*, Emily J. Rice; Flanagan, 1898. *Reading for the Young*, and *Supplement*, J. F. Sargent; Library Bureau, 1890-6. Lists of Books for Children, printed by the State Library Commission, State Superintendent of Schools, Local School Superintendents, and Librarians; Publishers' Graded Lists.

The Kindergarten

Anna Elizabeth Allen

The growing thought in the mind of the teacher is to make the Kindergarten another home for the children, with larger interests, and opportunities for wider experiences than their individual homes can possibly give them. It will give them their first introduction to community life, and for the first time an objective view of their home life and their relation to others outside their family and immediate surroundings.

Through the medium of the ideal conditions of equal age and equal rights and responsibilities for all is fostered the growth of the true feeling of fellowship, and a recognition of law and its function in harmonizing diverse elements.

Therefore, our first term of three months (October, November, and December) will be devoted to relating the home and school by mirroring the former in the work of the latter, and in harmonizing the different elements in our small community under a law so simple and comprehensive that all may understand and naturally obey it.

During the month of October we shall begin with the personal, vital interests of home life, picturing the individual relations of each child to his home surroundings and encouraging freedom of expres-

sion in every way. To further the home-like feeling the parents will be constantly invited to visit the Kindergarten, especially on birthdays and all other anniversaries celebrated in the school, and so far as possible, to take part in the exercises. The larger subject around which our work may be centralized will be:

Law and Order. Special Topic: Home Life. (a) Members of Family. (b) Order of Life in Homes. (c) Children's Room. (d) Different Rooms in Homes.

1. Members of family.

(a) Relation to Life of Child. (b) Animals and Their Care. (c) Relation and Dependence of each to all.

2. Order of life in homes.

(a) Rising hour. (b) Meal-time. (c) School time. (d) Social time. (e) Bedtime.

3. Children's room.

(a) Furniture. (b) Toys. (c) Relation of Mother or Nurse to the Nursery.

4. Different Rooms in Homes and their Use.

(a) Drawing-room. (b) Library. (c) Dining-room. (e) Bedrooms. (f) Kitchen.

Games: So far as the weather permits the games will be played out of doors, and chosen and taught by the children themselves. They will consist of those played at home, and such romping games as